

Draft National Unit Specification



Unit title: Drama Skills (Access 3)
SCQF: level 3 (9 SCQF credit points)
Unit code: to be advised

Unit outline

The general aim of this Unit is to provide learners with the skills and knowledge required to create and present drama as part of a group by the exploration and use of a range of basic dramatic techniques. Learners will respond to straightforward stimuli, generate basic ideas and use drama skills to adopt characters. They will learn how to reflect on their own progress and that of others

Learners who complete this Unit will be able to:

- 1 Use drama skills when creating and presenting

This Unit is a mandatory Unit of the Access 3 Drama Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Access 2 Performance Arts Course
- ◆ Access 2 Creative Arts Course

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Use drama skills when creating and presenting by:

- 1.1 Developing ideas in response to straightforward stimuli
- 1.2 Using basic dramatic techniques to communicate ideas
- 1.3 Using basic drama skills in order to adopt a character
- 1.4 Working with others when creating and presenting drama
- 1.5 Reflecting on their own work and progress and that of others

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence will be a combination of written and/or oral and performance evidence.

Learners will be required to provide evidence of the following.

On at least one occasion:

- ◆ working through the process of creating drama by: developing ideas, using basic skills to adopt a character, structuring a piece of drama using basic techniques, and working with others to improve the drama after reflection and discussion

On at least one occasion:

- ◆ presenting a piece of drama that has been created by: adopting a character, showing an improved piece of drama to others, communicating ideas when presenting, and reflecting on their work after presenting

Exemplification of assessment will be provided in the *National Assessment Resource*.

Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.1 Personal learning

4 Employability, enterprise and citizenship

4.3 Working with others

5 Thinking skills

5.1 Remembering

5.3 Applying

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



Published: December 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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